

Next Congress in Denver, June, 1910.



THE NATIONAL CONGRESS OF MOTHERS MAGAZINE

Vol. IV.

NOVEMBER, 1909

No. 3

"For the Welfare of the Child"

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PUBLISHED MONTHLY EXCEPT JULY AND AUGUST BY THE
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TENTH STREET, PHILADELPHIA, PA.

Entered at Philadelphia Post Office, March, 1907, as second-class matter.



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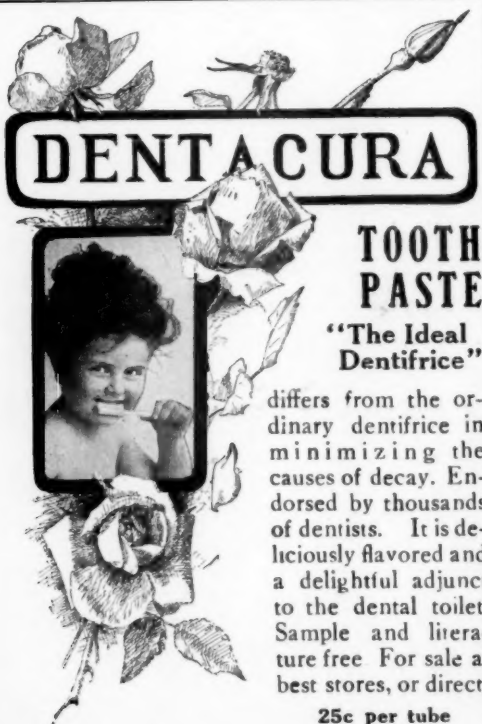
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Send subscriptions and all communications relating to THE MAGAZINE to
Business Manager, 147 N. 10th Street, Philadelphia.

Send orders for literature and loan papers to Washington office, 806 Loan & Trust
Building. MRS. A. A. BIRNEY, Cor. Secretary.

Vol. IV

NOVEMBER, 1909

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The President's Desk

ONE duty that too many mothers overlook in training their children is that of requiring them to consider and decide for themselves when questions come up which require an affirmative or negative decision. No function becomes strong unless it is used. Children gain no ability to

A PROBLEM decide their own problems, to weigh the pros and cons, to
FOR PARENTS develop the power of making right decisions, unless they have the opportunity to do this under the parental roof.

When every matter relating to the child's life is settled by the parent it may for the time keep him as the parents desire, but the time comes in every child's life when the prop of parental decision is removed and he must decide for himself.

One of the most important duties of parents is to train the child to think for himself, to weigh in his own mind the reasons for and against doing certain things, and even if in some cases the decision differs from the parent's judgment, it may be better in the long run to let him have his choice. He only learns by doing, and mistakes may teach important lessons. Boys and girls of fourteen to sixteen are entering the period when they have strong preferences, earnest desires of their own. The reason is developing. It crushes a child's heart to feel that his views and opinions have no recognition. How often parents say, "You are too young to have opinions," forgetting that they, too, had them at the same age, and that a child who had none would be a very weak specimen of humanity.

Indecision and uncertainty characterize so many lives. Is it not possible that the readiness of parents to decide all matters for their children has formed in them a habit of dependence, an inability to think and decide, which in that particular weakens the whole life? To give to children the ability to think and decide wisely is to give them the power to resist temptation in its many forms.

It is weakness rather than criminality which marks the entrance into every

phase of evil life. The boy or girl who goes from a protected home to college or into business life, having always depended on parents to decide every question of importance, is poorly equipped for the life that awaits him.

Parents' first duty is to give to a child a strong physical body, and only exercise develops its powers. The mind and soul develop in the same way. Parents' duty does not lie in shielding a child, in making life too easy, in doing his thinking for him. Parents' duty is to give the young life opportunity to develop body, mind and soul under parental guidance and protection, so that it will be capable of standing straight and true, receiving its inspiration and guidance from a divine source, and equipped to meet, with that help, the many temptations which come into every life. The clinging vine falls to the ground when the tree is felled. Parents do injustice to their children when they make them clinging vines, unable to meet life from the strength within, which by wise guidance can be developed.

STATE CON- GRESSES OF MOTHERS IN OCTOBER

The growth of organized motherhood is clearly indicated in the fact that during the month of October State Congresses of Mothers were held in Pennsylvania, New York, Georgia, Louisiana, Texas and Oregon.

In 1906 there were sixteen States organized. To-day the Congress has organized branches in thirty-two States. The spirit of responsibility for the organization of unorganized States is very hopeful of future growth.

Illinois, strong and well organized, with women of superior ability composing the board, is planning to aid the women of contiguous States in forming State branches of the Congress, while Louisiana has aided Mississippi to organize.

Denver, in June, 1910, is to have the National Congress of Mothers.

Every State should be represented there. Every State already organized should seek to double its membership. Every circle should look about to see where another circle would be beneficial, and should try to form one.

Every member who asks herself, "What can I do this year to promote the welfare of the child, and to aid the Mothers' Congress in extending its membership to other mothers?" will become a factor in the growth of a great movement which will not be completed until every mother is enlisted in safeguarding the children through thoughtful, purposeful, intelligent motherhood. No woman can be a member of a Mothers' Circle, studying children's needs, and not see the effect in her children's lives.

HELP FOR THE POOR WHITE CHILD- REN OF THE SOUTH

The discovery of the hook-worm disease by Dr. C. S. Stiles, who for seven years has lived among the poor white people of the South, studying the causes of their lack of energy and vitality, has made him the benefactor of the entire South.

The hook-worm is a very real thing as exhibited by Dr. Stiles; photographs of the way in which it fastens itself on the vital organs, and sucks the blood, so that the victim lives with but

sixty per cent. of the normal amount of blood is reason enough for the pallor and lifeless manner of these people. Entire lack of sanitary conveniences, going barefoot, and eating large quantities of meat with few vegetables and fruit are the primary causes of the disease.

Dr. Stiles proved that this disease had been introduced from Africa by the negroes, but affects the whites more seriously. The Government could do nothing to cure this sad condition, yet it is entirely curable, and in the words of Dr. Stiles, the problem of the South is a medical one. We congratulate the South and Dr. Stiles that through the generous gift of a million dollars, Dr. Stiles may carry out his plan to stamp out the disease. He proposes to employ Southern trained nurses, who will live among the people, where the disease is prevalent, and who will treat them. In one of the factory districts where Dr Stiles spent some time treating the sufferers from this disease, he so greatly increased the physical efficiency of the employees that the proprietors offered him a large salary if he would continue his work there. Dr. Stiles' whole heart was centered on giving help to all, and John D. Rockefeller has made this possible.

The Harvest of the Years

(For the Record.)

Mellower grows the fruitage,
Fuller still the grain,
Ripened by life's sunshine,
Nourished by its rain.

Not in barns of solid timber,
As the produce of earth's fields,
Lies the stronger, grander harvest
That the soil of living yields.
Memory's spacious barns are vaster,
And they grow with growing need;
While their doors stand ever open
For fresh stores of thought and deed.

All the crowded hours of lifetime,
Filled with cares, and hopes, and fears,
Answer well with truth and patience,
And the wisdom of the seers.
Plants of sorrow and of danger,
Grain of strength and courage bear;
And bright flowers of joy will render
Fruit of lasting pleasures fair.

Power to see rich jewels lying
Roughest-seeming hearts within;
Skill to wake else silent music
With a voice of its own kin;
Peace that passeth understanding,
Sweetest, purest grain of all,
Garnered most from life's high uplands,
Where the fiercest storms befall.

Such the harvest we would gather
From the growing land of years,
Knowing yet that there are others
We may think of but with tears.
Well for us if careful tending
Bring reward in goodly store,
And our hands can feed our brothers
When their famine need is sore.

Be not ours a harvest
Gleaned in shame from weeds,
But the noble bounty
Given by precious seeds.

—F. P. COOPER.

The Parent's Obligation to the School*

By MRS. HENRY J. HERSEY, President of Colorado Congress of Mothers

My subject to-day is the obligation of the parent to the school. If it seems, in the few words that I shall say, that I give undue weight to the responsibility resting upon parents and homes, leaving too little for the school, the teacher and the community, please remember the limitations of my subject.

Surely the first obligation of the parent to the school is to *know* the school. The most direct way to this end is through friendship with the teacher. Visits to the school made only when "something is the matter" will never draw the parent and teacher together in mutual respect and sympathy; nor does the plan of a certain distressed mother commend itself. The school year was drawing to a close when she discovered that her daughter was facing a failure to "pass;" she gave an elaborate luncheon party, where the teachers formed the group of uncomfortable guests, and the anxious mother sought at the eleventh hour to atone for the year's indifference. Probably she had no thought of bringing undue influence to bear upon the marking system, yet to these teachers it seemed little less.

There should be visits to the school and an evident interest in the progress of the work all through the year. An intimation that the parent has a glimmering of some of the trials of the teacher and appreciates her efforts will do no harm even to the most hardened pedagogue.

The right sort of acquaintance with the teacher was expressed by the mother who said to me after she had

been president for two months of one of our mothers' circles: "Won't you please come to our next meeting? I want you to know our principal." "I do know her; I met her the day you organized. Is it anything special?" I replied. "Oh, no; only she's such a fine woman. Why, of course I knew her, or thought I did; I've had children in her school for years, but I had not the least idea how she really felt about things till we began our work together. She is a grand woman. She knows all about the children, hundreds of them, and she's willing to take such a lot of trouble! I want you to know about her."

Ah, how true it is that we underestimate people when we "don't know how they really feel about things!" Perhaps if we knew in what spirit most teachers live and work we would be able to overlook an occasional mistake. We are not infallible as mothers, and we have the advantage of making our slips and blunders in the privacy of home. What must it be like to have forty or fifty pairs of keen eyes watching one all day long, and to know beyond peradventure that we are to be reported and quoted, oftener misquoted, in as many homes before bedtime?

In some schools there are parents' meetings early in the fall for the purpose of giving all the teachers a chance to explain the studies to be taken up during the year, the method of procedure, the value of the subjects and the psychological reasons why they occur at this point in the child's life. You can readily see that when Johnny

*Delivered before the National Education Association, Denver, July 9, '09.

comes home with the remark that he hates arithmetic and sees no value whatever in language work, there is someone there who is able to tell him that these studies become very interesting a little later in the term, and why he couldn't get along by and by without what seems dry and hard now. Incidentally, the child's respect for a mother who knows what the teacher is driving at is vastly increased.

No parent should trust for his understanding of the rules of discipline of the school to the fragmentary accounts and the childish interpretation of the pupil. The teachers will give us all the laws and the penalties in a clear statement, that we may be in a position to see that our children are true to their obligations to the school. It would be no small service to both child and teacher if the parent at the outset could convince the child that the school exists to enrich his life, and that the teacher is his good friend always.

It doesn't take a very wise person to observe that appreciation and encouragement accomplish more in bringing our wishes to pass than fault-finding and condemnation. So parents who approach the school without a sincere consciousness of its great value and its many fine points will have no influence to improve it. We must agree that the last word as to schools has not yet been said, but we have only to look back a few years to have courage for the future.

Teachers are not archangels, being made of the same material that parents are; but we could hardly do our children a greater injustice than that of condemning or criticising the teacher in the child's presence. This seems

too obvious to mention, but the mistake is not obsolete.

A word as to the proper attitude of a person who has a vague sense of dissatisfaction. What a blessing it would be if in that case, instead of mentioning it to other parents, we had the courage to consult with the principal directly! We have all known cases where unnecessary wrath was engendered, where entirely unfounded suspicions grew to the dimensions of a tempest beyond the dimensions of the teapot.

The principal or teacher who does not receive a troubled parent with sympathy and cordiality, and undertake at once to investigate, is rare, indeed.

Parents who imagine that the intercourse of the schoolroom alone is sufficient to satisfy the social interests of their boys and girls are mistaken. They need much activity, sport and recreation together outside of school. But it should all be planned in accordance with the laws of their normal, wholesome development. If we could only keep children's pleasures at the very simplest that they could enjoy at each age, how much sweeter life would be for them and for us!

The amazing spectacle of hundreds of school children spending weeks in the busiest part of the school year preparing for a mammoth theatrical performance for the benefit of an orphans' home is an instance of robbing Peter to pay Paul which must cause the devil to smile.

The high school boy, to enjoy the company of the girls of his class, finds himself involved in expenditures for flowers, carriages and tickets which might stagger the young man on a

good salary. It is quite time now for parents to use all the intelligence, good sense and sympathy at their command to understand and settle these questions. It would be to our everlasting credit if we would devote some weeks and months to the careful investigation of the social needs of the school boys and girls of our community. If it is not my boy and your girl who are reduced to meeting on corners and evening promenades on the street for the gratification of innocent craving for companionship, it is the boy and girl with whom they sit side by side in the schoolroom, and it is your business and mine to help in supplying their need.

Our teachers must have had some years of preparation, and to this we would like to have them to add a continued advancement in special subjects, and a general keeping abreast with the profession. We insist that they shall be well dressed, and, to meet the demands of the schoolroom, they must be *well fed* and *well slept*. How can these requirements be met? Only by relieving our teachers from anxiety and overwork at home. No doubt a few well-informed and thoroughly convinced parents in each community could soon convert the other taxpayers to the belief that "it is economy to buy the best" in the market when we engage a teacher. The people who have never dreamed of advancing the salary of the teacher even in proportion to the increasing cost of the necessities of life are often those who boast that they always buy "the best" in every other line. Growing power and capacity should be recognized and rewarded in the teacher, and there is no place in our schools for those who are

incompetent or worn out. I leave it to those who follow me in this discussion to express the unanimous approval of teachers' pensions, the sabbatical years, etc., etc.

We look forward to the time when the profession of teaching will be paid somewhat in proportion to the ability and devotion required to excel in it, and know that when that portion of the millennium arrives more of the higher type of young men and women will be attracted to it for a life work instead of, as now, for a mere parenthesis.

Every teacher admits the serious error of assigning too large a class to each teacher, especially in the lower grades, yet it is one which the teacher cannot herself protest against for fear of suggesting her inability to manage and keep order in a crowded room. Let those parents who most appreciate the value of a *real* teacher and know what individual attention means to the undeveloped mind never cease to urge a more sensible and truly economical system until we shall see no more than twenty-five children in the care of one teacher.

The nervous strain inevitable in rooms and buildings containing many children is cruel and unnecessary. Perhaps some day a prophet will arise to proclaim an era of small, simple, inexpensive schoolhouses, of which we may have many, and still use most of our money to secure better and better teachers.

Our schools have made such rich provision for our children that it seems to be the tendency to leave more and more to them. Parents have to be reminded that the teacher is not

(Continued on page 84)

Child Study—The Release of Mental Forces

By EDGAR J. SMITH, Washington University

Away back in the latter part of the sixteenth century Roger Ascham had something to say about the neglect of children. Even at that early time that keen educational thinker realized the fact that men will pay thousands of dollars for the training of a horse, but very little for the training of a child. Then, as now, the idea seemed to prevail that any woman knows how to train children and to educate them. It is a curious idea which has prevailed so long that it is not necessary to make a study of these questions, and yet there seems many times to be a great deal of truth in the irony of some of our speakers and editorial friends that there is no one who knows less about the training of children than parents. Too often we see that fact illustrated. And why is it that teachers and parents, who have so much to do with children, fail to understand how to handle them? Of course, the arguments of our speakers and editorial friends are unanswerable, because they are never put to the test of proving their own theories. I apprehend that one reason why teachers are not capable, at times, of properly training a child is because of the meagre salaries many of them receive. It is a very hard thing to meet all of the trying details and petty annoyances of school life and to look at education from a psychological point of view while worrying over one's finances. Parents also do not, in many cases, handle their children in an educative way, and it is certainly to the

credit of this National Congress of Mothers that they have taken up the question and are discussing it from year to year in a strictly scientific manner. This Congress is showing the women of the country there is something more than instinct in the handling of children; that it is a psychological as well as a social question, and that the mind of the child develops according to reasonable laws. There are a great many powers of the mind which only reveal themselves under very peculiar circumstances. It is an old story, with which you are familiar, that Patrick Henry's father refused to attend a famous trial in which his son was to participate, because he did not wish to witness his boy's humiliation, and the next day the mountains of Virginia were echoing the praises of his son. Let us see if perhaps modern psychology may not offer us some solution of educational questions. I used to wonder, as a boy, when I went through the village market, how the last stall ever sold anything, and yet you know that this is the one that makes the most sales. You go to the first stall with your mind bent on various things, and you don't want to buy, so you pass on to the second, and the same thing is repeated. Finally you come to the last and you are captured. The continued putting before you of those suggestions makes you buy. One of the leading department stores in St. Louis, in order to make a better appearance, widened its aisles so that

there might not seem to be a large crowd, but they lost a great deal of trade and then they had to put tables in between them to give the idea that there was a large crowd there.

It is singular that education and the home have been the last to consider scientifically this matter of suggestion. All systems of advertising begin and end with suggestion, and yet parents and teachers up to this time have hardly recognized its significance. As a matter of fact it is one of the important factors in education. We are told we cannot put brains into children, and, so far as the cerebral tissue is concerned, it is true. There are about eleven thousand million nerve cells in man, and if we multiply that number by ten we have a conservative estimate of the number of nerve fibres at our disposal. Rational and irrational action resolves itself then into what goes on after the impulse enters the brain. A good thinker is one in whom a great deal goes on, and a poor thinker one in whom very little occurs. Animals do little thinking. If they cannot reason, that simply means that very little goes on in the brain between the arrival of an impulse and the ensuing action. The wise man sleeps over a problem before he acts. Why? Because during the interval ideas occur to him which are important for the consideration of the subject with which he is dealing. We know, as a matter of fact, that many of our mental forces are not used. Many times they cannot be used, but there are a great many hidden forces which do not easily reveal themselves, and some of these at least might be utilized in mental development. We

have a great many startling and remarkable phenomena in hypnotism. If these mental powers were only brought out under the peculiar condition of hypnotism they would have only a spectacular interest for us. There are, however, men who regularly make use of their subconscious mental processes, and so are able to increase the quantity and value of their mental output. And we find the same thing in the case of children. If you want to know how a child ought not to be trained in order to develop these hidden processes of the mind, read Miss Edgeworth's story of "Frank." You will remember that Frank was just an ordinary sort of a child, and his parents wanted a perfectly "respectable" boy. They wanted to train him so that he might become studious and exact, and a good many things that a healthy and normal boy ought not to be. So when this boy brought to his father a whole planetary system constructed of wooden poles and wires, and wanted to know whether it would work or not after he had finished it, he had all the keenness that goes with the boyish enthusiasm over something he has made himself. But his father was one of those practical men. He looked at it, saw that it was not "good," and told his son so; told him it wasn't worth anything, and not to waste his time over that sort of trash. Then, as though it were not bad enough to kill enthusiasm, he told him that he must learn to do one of two things—either to be studious and diligent or to give his attention to these trivial things. "If you become studious and exact in all that you undertake you will meet the requirements

of men, but if you engage in this sort of foolishness you won't accomplish anything. And so Frank went away and broke up his planetary system, and that was the end of it, and the end, also, of Frank's enthusiasm and earnestness for the very things boys ought to be interested in.

You remember Tom Sawyer; how he had been called away from his play to whitewash that miserable fence while his playmates went out to enjoy themselves. Tom was greatly worked up to think he had to stay there and work, but finally the idea struck him that he would make the boys do it for him. You know the rest of the story. Tom sat on the fence and ate an apple while the other boys did the work. Do you know that boys, during their holidays, do the very things they are trying to escape at school? I remember how, during my early boyhood days, I and some playmates worked every Saturday translating English into hideous hieroglyphics which we ourselves had invented, putting our secrets into those unintelligible characters to hide them from the rest of the world. Of course, we couldn't read them after they were written, but that didn't matter, because we knew that no one else could.

The significant fact is that suggestions cannot be forced. When an idea occupies the entire field of consciousness, action follows at once, and the only reason why action does not always follow an idea is that other ideas oppose it. The efforts of teachers and parents should therefore be directed towards the removal of such opposition, or, better still, not allowing it to rise. Perhaps this can be better illus-

trated by the story of a real school. It was in Charlestown, Mass. The teacher thought that she was securing poor results, and concluded to try to get the children personally interested in what they were doing. So she organized the class into a business meeting, and the business each day was the history lesson for that day. If any member of the class did not complete a subject upon which he had recited it was left over as unfinished business for the next time. The whole atmosphere of that class changed, and boys who had never studied before studied now, because it was their work. It came to them suddenly that it was no longer a school, but their own work in which they themselves were engaged, and that success depended upon their own activity.

Now, it doesn't matter what the details of any particular plan may be, but the point is that it is necessary for us to remove mental friction in order to prevent opposition arising in the minds of children.

Jacob Riis tells a story of his own boyhood, when his mother prevented many of their boyish escapades by joining the "gang;" so they told her what they were going to do just as freely as they told each other, and the result was that she was able to prevent many escapades which otherwise might have resulted seriously.

It is not a question of one plan or another, but the paramount idea is that if we can prevent opposing ideas arising in the mind a good idea will take root and action will follow. The nature of the boys and girls being dealt with must determine the sort of plan we will adopt in the attempt to

remove this mental opposition. The incident I gave you in the Charlestown high school is one case. The children were taken into partnership, and they became responsible for the management of the work and for controlling one another, and this same principle has been carried into effect in the Boys' National Athletic League, where the boys themselves have been made policemen, and in an Ohio town where the boys were put in charge of keeping order on the Fourth of July. I never heard of any chief of police before who actually knew enough to put boys in charge to keep boys in order. Judge Lindsay does, but he is not a policeman. He knows if he can get boys to take charge of the discipline of any portion of a town where there is trouble that the trouble will cease, especially if boys are the originators of it.

If we can prevent opposing ideas arising in the minds of children they will act on the ideas we suggest to them. If they think that we are over them and controlling them they have no use for our ideas, and really I don't blame them, because I think, oftentimes, their own ideas are better than those of adults. Such children should not have been given this long period of inertia. Why is the period of infancy and childhood so long? It is because the nervous system is so complex that it needs a great deal of time in order that the various nerve centers may become mature and act together, and that a child may learn to think. Yet parents and teachers expect children to think right at the start, though their nervous system is not constructed on

that basis. The guinea pig begins to think, as far as it can think at all, within a week. If it had been intended that we should think like the guinea pig we would have a week of infancy and childhood. But it is necessary that our nervous system have more time to develop in order that we may have the intelligence that properly belongs to human beings.

Now, the attention given to children, where it has been given at all, has been too much like the surgeon. Parents cut and prune because they want to have a boy just as they are. Of course, I know that is not the case with you, but you have been studying these things for a long time, and I am talking of the typical old parents, to resist whose ideas this organization was founded. To study children and to give the benefit of scientific child study to parents is the reason you organized the National Congress of Mothers.

The new idea for which you stand, and for which modern psychology stands, is that every child has a right to his native impulses. They belong to him by heritage, and if we are ever going to make anything out of children it is by developing the impulses they have in them, and not by planting new ones in their minds. Down in northwestern North Carolina and southwestern Virginia they have a fine peanut country, but if a farmer in northern Virginia wants to grow peanuts he finds he can't do it. And that is the trouble with parents and teachers who want to make a peanut boy out of a mental soil not adapted to that purpose.

Vital Piety; or, the Religious Training of Children

ELIZABETH HARRISON, President of the Chicago Kindergarten College.

Address to Religious Education Association

The best definition that I have ever heard of religion is that given by Frederick Froebel in his "Education of Man;" "Religion is the endeavor to raise into clear knowledge the feeling that originally the spiritual self of man is one with God, to realize the unity with God which is founded on this clear knowledge and to continue to live in this unity with God, serene and strong in every condition and relation of life."

It is of this "Vital Piety" that I wish to talk and of how it can be awakened in the child. I say *awakened*, not imparted. That is too often the mistake made by many good people. If the possibility of feeling a unity with God were not in the child at birth, it could not be implanted in him. We can develop and strengthen the spiritual nature of man, just as we can develop and strengthen the physical body of man, but we can no more add a new faculty to the child's soul than we can add a new organ to his body. I do not mean by this that the human being cannot have sometimes a terrific awakening to his needs of divine aid, or "conscious conversion," as it is often called; but the possibility of such an awakening must lie dormant in him. It cannot be implanted there. This is why Froebel would give to each young mother a definite and conscious training for her vocation, that this spiritual life of her child may be nourished, protected and developed from the very beginning. He states that we might as well bind up a child's arm until he is six or seven years of age and then expect it

to be as strong and muscular as the other arm, as to hope that the right religious feeling will be developed in a child who has not been nurtured in a religious atmosphere through infancy and early childhood.

I quote frequently from Froebel, the founder of the Kindergarten system, because he has organized and definitely developed the means for carrying out this high and exalted theory of life. In this matter of the religious training of children he would have the mother *herself* filled with conscious vital piety. We have relegated too much of the child's religious training to the Sunday-school. Sunday-schools, when they are good, assist and coöperate with the home, but they can never take the place of home religion. I do not mean by this morning prayers and the evening reading of the Scriptures. These may be helpful exercises, or if done mechanically may be actual hindrances in the child's spiritual growth. What I mean is that the mother, as she comes nearer in contact with the little child than does his father, should herself feel the presence of God.

I knew a beautiful mother who took this sacred view of her motherhood and carried it out in her daily life. Her little son, about four years of age, was an impetuous, impulsive child, and frequently spoke impatiently to his little two-year-old sister, sometimes even striking her when angry. One day, as the mother sat sewing in the room where the two children were at play, the boy burst forth in one of his impetuous tempests. The mother

very gently called him to her side. "Philip," she said quietly, "it makes mother feel very sad to hear you speak in that way to little sister." "I know it does, mamma," replied the boy, already penitent, "but I just can't help it." The mother let her sewing slip to the floor and, lifting the boy in her lap, said gently, "Do you know, Philip, that sometimes you make mamma feel just that way about you? Would you like to know what I do to keep from speaking crossly to you?" The boy looked wonderingly up into her eyes and answered "Yes." Softly and reverently the mother said, "When I feel the quick, angry words coming up, I shut my eyes for a moment and say, 'Please, God, help me to be strong.'" The boy made no reply, but putting his two arms around her neck, kissed her lovingly and, slipping down to the floor, he was soon at play again with his sister. In a short time, however, his dominant temper rose again, and in quick, angry tones he exclaimed, "You sha'n't do that, sister," and his arm rose in the air. In a moment he caught his breath and shut his eyes tight. His arm dropped to his side. Then opening his eyes, he said in a quiet, pleasant tone of voice, "All right, sister, you can have that. I will take this."

In my judgment that mother had given her son a lesson in true religion, far more vital than many a Sunday-school lesson or Bible readings. I could give to you many similar illustrations of the influence which real daily religious life of the parent has upon the child.

Many of you may have read Mr. Patterson Dubois's "Beckoning of Little Hands." It is a series of sketches

written by a father who was himself filled with the right religious idea of fatherhood, and is concerning some of his experiences with his own children.

The second point is one that is so often overlooked that it may seem to some to be trivial, but as it is the basis of the psychological understanding of growth of religious consciousness, I cannot pass it over. It is the awakening of the child to the feeling of a power within himself by means of which he can control his outer conduct. In psychological terms we would call it "the awakening of the conscious Ego." Perhaps it would be well to illustrate this point also.

One of the necessary elements in the right religious training of children is the awakening within them, the consciousness of an inner as well as an outer self, and slowly and by means oftentimes as simple as the incident I have just related helping them to feel a personal responsibility for this life within.

This power to control and guide one's own inner life is the "image of God" spoken of in the Scriptures, "the self-determination" so much discussed in ethics. It is "the arousing of conscience" so often preached about in the pulpit. It unfolds and develops along with the child's consciousness of the outer world. I do not mean by this that there should be a constant moralizing with the child, or a setting of standards beyond his power of attainment. Such things are bad. They are the tearing open of the petals of the slowly unfolding bud.

The third factor in the right religious training of children is the awakening of the child to a feeling of the *unseen power* in the world of

Nature about him. Sooner or later every child begins to question concerning the forces of Nature. "Mamma, where does the wind come from?" or, "Why don't the clouds drop out of the sky?" "What makes the smoke go up?" "How do the flowers come out of the little seeds?" "Where was I before I came to you?" and so forth and so on. These are seemingly trivial questions, but are the groping of the little soul in its search after the great unseen source of all things, whom we call "God." Here is where the value of the right kind of experiences in gardening comes. I have myself personally had many experiences, and I doubt not hundreds of other kindergartners could give you similar experiences of how they awakened some of the most earnest religious emotions in a child while helping him to plant some commonplace peas and beans in the ground.

A ride into the country, a visit to a city park, a walk along a quiet street, even the humble substitute for these, a window box in which growing plants are unfolding, gives to any earnest mother the opportunity for conversation with her child which will lead him to feel that there is a power in Nature beyond the ken of man. The care of a small garden, or a few pots of flowers in a window, will help the child to watch the mysterious growth of the vegetable world. A few twigs gathered in the springtime and kept in a glass of water in a sunshiny window will offer full opportunity for him to feel the unseen power and the marvelous rebirth of Nature. Perhaps I cannot better illustrate this phase of the training of the child into religious

consciousness through Nature than by another story.

In a kindergarten where I was a frequent visitor the approach of the Thanksgiving time was heralded by songs and stories and pictures of the harvest time, excursions were made now and then to the neighboring green grocers, that the children might see with their own eyes the wonderful vegetables, fruits and nuts which had come from little seeds growing all the year that they might furnish food enough for man, until slowly and imperceptibly the marvelous "*Mystery of the Harvest*" dawned upon them. Then they learned a sweet and child-like little Thanksgiving hymn, beginning "We plow the fields and scatter the good seed in the land, but it is fed and watered by God's Almighty Hand." And when shown Millet's picture of the "Angelus," they instantly recognized it as a man and woman thanking God for the harvest.

I was calling at the home of one of these children soon after, and the mother told me the evening before her little four-year-old son had stood at the window, watching the rain fall. Suddenly he turned to her and said, "Yes, mother, our song is right, 'It is fed and watered by God's Almighty Hand.'" The child had been awakened to what I should call "a truly religious experience," that of the dependence of man upon a divine Father of all things for his daily bread. Her nine-year-old son just then came into the room and I said, "Edward, did Harry tell you about the Thanksgiving celebration that they had at his kindergarten?" "Yes," he answered nonchalantly, "we celebrated at our school, too." "Did you?" I replied.

"What did you do at your school?" "Oh, we et." "You did what?" I asked. "Why, we et," he answered. "The teacher brought some chocolate fudges and the girls brought some cookies and we et 'em." This was *his* celebration of the *Mystery of the Harvest*. The third point in the religious training of the child is to help him to feel that there is a wise and loving *personality* beyond these unseen but marvelous forces of Nature.

If I have made myself clear in the foregoing, I think you will all recognize the fact that *reverence* lies at the foundation of all religious training. Reverence on the part of the child for the power within himself. Reverence also for the great mysterious power which is constantly being manifested in the world around him, and reverence and love for the great Personality that has created both him and the world of Nature. It is when this spirit of reverence has been awakened in the child that the Bible can be truly and helpfully taught to him. Unless there is this reverence, it is too often "sounding brass and tinkling cymbals." When, so prepared, he hears the stories of the Bible heroes his own heart is filled with the same faith in the presence of God in the affairs of

men that animated their hearts, and their lives become living, vital examples to him.

I do not mean by this that I would delay familiarizing a child with the grand old stories of the Bible heroes, nor would I postpone teaching him some of the sublime utterances found in the Book of Books. But I would have his own experiences, the world of Nature about him and the daily life of those nearest to him prepare him to understand the Bible teachings and to confirm the Bible statement.

In our modern, hurried, congested life, where the emphasis is too often placed on external things, the rapid dressing for church or Sunday-school, the hasty learning of the Sunday-school lesson, the too often critical discussion of the sermon in the presence of the child, tends to deaden this feeling of "unity with God," serene and strong in every condition and relation of life, and it is this that we need if as a nation we are to go forward to the great destiny that seems to be ours; for without *true religion* our great material prosperity, our wonderful political constitution, will be as nothing, and the story of Babylon and Minerva will be repeated in the downfall of America.

Motherhood

It is not all of motherhood to know
Creation's pleasure, and deliverance's woe.
Who plants the seed should help the shoot to grow.

And motherhood is not alone to breed
The human race; it is to know, and heed,
Its holiest purpose and its highest need.

Lord, speak again, so woman shall be stirred
With the full meaning of that mighty word,
True motherhood. She has not rightly heard.

Come forth, O God! Though great thy thought and good.
In shaping woman for true motherhood.
Lord, speak again; she has not understood.

—ELLA WHEELER WILLCOX in *Cosmopolitan*.

Outdoor Schools

By ELNORA WHITMAN CURTIS

It has often happened in the past that normal children have profited by educational experiments found beneficial in the treatment of defectives. The present movement for the establishment of open-air schools, while relating to sickly and backward children, merits the serious consideration of educators, as pointing to possible changes in methods and curricula likely to be of practical benefit to all school children. Still in its infancy and comparatively little known, this educational innovation may be said, nevertheless, to have passed already its experimental stage in the countries in which it has thus far found expression. It may be noticed that while in line with other fresh-air activities, all illustrative of the advance in the science of hygiene and of child study, this movement for outdoor education is of somewhat different inception, having started by means of the active coöperation of school authorities, in the cities which were the first to establish these schools.

We are accustomed to look to Germany for initiative in matters pertaining to education. It is not surprising, therefore, to find that country leading in the present radical departure from established pedagogical methods. The first experiment of the kind was made in Charlottenburg, just out of Berlin, where in a beautiful forest about three miles from the city this first outdoor school was started, in the summer of 1904.

Before describing this school, patterning after which the other forest schools of Germany as well as the outdoor schools of England and America have arisen, a few words as to its origin may be in order.

For a number of years there had been, scattered throughout Germany, day sanatoria. As far back as 1889 a thesis given at the International Tuberculosis Congress in Berlin aroused great interest in the subject of fresh-air treatment, and not long afterwards the Red Cross Association erected its first institution for men. *Kranken-kassen* (insurance societies for the sick) took up the work and many parishes and local associations supported institutions of the kind. Dr. Ritter-Becker, in coöperation with the Red Cross Society, had one of these establishments which he carried on for some years, placing great emphasis upon forms of treatment now in everyday use, and particularly upon the amount of time to be spent by children in the open air exposed to sunlight, advocating sun baths, dietetic treatment and individual gymnastics, but particularly an abundance of pure air for consumptive and scrofulous patients. In the beginning, these day sanatoria, or fresh-air colonies, were for men, then followed the establishment of similar ones for women, and later, out of caring for the children of married women patients, grew institutions for children. In these day sanatoria for children,

where a small amount of instruction was given weekly, simply enough to prevent their becoming entirely unaccustomed to work, we have the germ of the present Waldschule or forest school, which has lately spread to different parts of Germany.

It was but a step from the establishment of these fresh-air institutions for sick and convalescents in 1900, in which instruction at public cost played a part, to the establishment of similar ones for children, who, though comparatively well, were not able, without injury, to endure the strain and confinement of ordinary school work.

That the number of public school children badly in need of treatment, remedial and preventive, is surprisingly large, has been strikingly brought out by the system of medical inspection which now prevails in most large cities of Europe and America, and which has been operative in Germany for the last fifteen years. By means of this system health records are kept throughout the school life of children and a correlation has been shown to exist between bodily weakness and mental inability, a large proportion of "backward children" being found in the number of those suffering from incipient tuberculosis, anæmia, heart trouble, scrofula and general debility.

To meet the need of such children, the Charlottenburg school board decided upon the establishment in 1904 of a forest school, and out of twenty-five schools of the city children were chosen, selection being made by the school physician, aided by principal and teachers, those having severe forms of heart trouble, open scrof-

ulous sores and those in the more infectious stages of tuberculosis not being included in the number. The school opened with ninety-five children. During the same year the number increased to one hundred and twenty, and in 1907 to two hundred and forty.

As has been said, the school is in a beautiful forest. Situated three miles from the city, a ride of twenty minutes by car and a walk of seven minutes brings one to the entrance gate. A portion of the wood, comprising about five acres, has been enclosed by wire fencing, and here one finds temporary barracks containing schoolrooms, besides sheds and small buildings for baths, kitchen, workshops, etc. These buildings all have the simplest of appointments. Schoolrooms are provided with desks, lightweight chairs that can be carried in and out by the children, and ordinary school apparatus. They are furnished also with stoves for use in coldest weather, though, in accordance with the design and purpose of the school, teaching must be carried on out of doors whenever possible. Even the prescribed rest of two hours after the mid-day meal must be taken in the fresh air, and reclining chairs, rugs and wraps form part of the school equipment.

The children arrive at the school at an early hour (7.45 A. M.) and remain into the evening. On reaching the school they have breakfast, which consists of a bowl of soup and bread and butter. Classes are then held until 10, when the children are given a luncheon of milk, bread and butter. Lessons, gymnastic exercises,

play and manual work fill up the remaining morning hours until 12.30, when dinner of soup, meat and vegetables is served. After dinner comes the two hours period of rest or sleep, obligatory for all. Classes are held from 3 to 4, after which the children again have something to eat—this time milk, black bread and jam. The remainder of the afternoon, as a usual thing, is spent in play. Supper at 6.45 consists of soup and bread and butter, after which the children return to their homes.

Six men and three women are employed as teachers. The same general subjects are taught as in the regular schools, all of the seven grades except the lowest, which is left out because of the distance, which is too great for the youngest children, being represented, the children ranging in age from seven to fourteen years. Classes usually number twenty, and never more than twenty-five. No lesson lasts over half an hour, and no class follows another without five or ten minutes' intermission. Much of the teaching is of an informal character, many subjects lending themselves readily to a freer form of treatment because of the environment. The materials for nature study are, of course, available, and plant, animal and insect life at hand. Geography is taught by the scaling of maps outdoors in sand, and arithmetic made of less remote interest by practical work and actual measurements with rules and tapes. Poetry and songs descriptive of forest sights and sounds are chosen. Materials gathered in the woods, dry twigs and branches from the trees trimmed in the spring are utilized for work in carving and car-

pentering. Singing and gymnastics form a prominent part of the work. Nowhere, it is said, is there so much singing or so much voluntary gymnastic exercise as in the *Waldschule*. Apparatus consisting of bars, poles, ropes, etc., are out of doors, and swings especially are constantly in use.

Gardens are cultivated, each child having a separate flower bed, larger plots being reserved for grains, vegetables and common food plants which many children know only by name. Girls spend some of their leisure time at needlework, weave baskets out of grass, and help in preparing vegetables for dinner and in small classroom duties.

Baths play a prominent part in the *Waldschule* programme. Each child receives warm baths, and by order of the physician salt, sun and shower baths are given in individual cases, being considered among the important therapeutic agents.

The cost of establishing the school was in round numbers 40,000 marks, and the daily average cost per child is 85 pfennige (approximately 21 cents), of which 50 per cent. is for nourishment. When able, the parents pay from 5 to 50 pfennige a day, but for many of the children the school is entirely free. The street railway company has given reduced rates, and twenty free tickets, the city furnishing one hundred, thus providing transportation for one-half the children. The culinary department is provided for by the Women's Patriotic Alliance, and is in charge of a Red Cross sister. The city furnishes instruction and school equipment. Teachers are chosen from the regular Charlottenburg schools and receive besides board

fifty marks per month in addition to their regular salaries, for hours are longer and no holidays possible, as the Waldschule is open seven days in the week.

A physician visits the school three or four times a week, makes frequent examinations and prescribes all courses of treatment. Every fortnight the children are weighed, and steady gains are reported in the majority of cases. In general, the gain is seven or eight pounds during their few months' stay, or about one-half pound per child per week. Sometimes from ten to sixteen pounds are gained. As to other physical results, twenty-three of the anæmic cases were reported cured and forty-five as greatly improved; an increase in chest measurements is recorded, and heart and lung troubles have been greatly benefited. All children showed increasing immunity to colds and almost complete freedom from infectious diseases, due to forest surroundings.

Beginning with three months in the first year, and open for five months in its second, the school term has now been extended till it covers a good portion of the year, being suspended only from December to April, the worst months of the North German climate. In proportion as the length of stay into the winter has been late each season, the percentage of cures has been greater.

As to results from a pedagogical point of view, children are reported as showing marked improvement in "attention and mental alertness," almost all, or nine-tenths, being able to resume ordinary school work. Great improvement in behavior, too, has

been noticed, moody and quarrelsome children becoming more equable. Punctuality, cleanliness and orderliness are developed. As to discipline, no difficulty is experienced in maintaining it, notwithstanding the greater freedom allowed the children. Corporal punishment is not permitted, and harsh treatment, and irony even, may not be indulged in.

A closer personal relation between teacher and pupil is established, and the co-educational factor, which is not usually looked upon with favor by Germans, has met with approval, and has even been acknowledged to have been beneficial in influence.

Writers on the Waldschule are enthusiastic. They speak of the blessing that goes through the children to their homes, of the effect of the forest upon them, of how their æsthetic nature is aroused, of how they watch the changing seasons, are inspired to find out the causes of the phenomena about them, and of the advantages of getting ideas from objects themselves instead of entirely through the words of a teacher.

A number of German cities soon followed the example set by Charlottenburg, and early in 1906 the Kultus-minister sent out a circular letter to his colleagues in different parts of Germany, calling attention to the Charlottenburg school. The Kaiser, too, recommended the establishment of other outdoor schools, no doubt influenced by the increasingly large number of youths unfit for military service because of flat chests and muscular weakness, thought to have been brought about by sitting over desks in ordinary schoolrooms.

Department of Child Hygiene

Edited by HELEN C. PUTNAM, A.B., M.D.

THE PREVENTION OF SCHOOL FATIGUE

Some of the headache, nervousness and disturbed sleep that go with school fatigue will be prevented by the nine hours of fresh air at night and clean rooms not above 68 degrees by the thermometer, of which we spoke last month.

II *The air children breathe at school*

To keep the air in schoolhouses healthful is a more difficult problem. Like the air at home, it must be between 65 degrees and 68 degrees, comparatively free from dust and frequently renewed from out of doors.

How to clear away the material thrown into the air from so many bodies in rooms not proportionally so large as the rooms at home is one problem to solve. Another is how to keep floors, walls and furnishings free from dirt brought in on shoes and clothing and created by the use of chalk.

Until intelligent women are on the school committees concerned with school cleanliness the present conditions are likely to continue. What they are is indicated not only by the statements last month, but by statistics showing that teaching ranks among the three occupations having the highest death rate from tuberculosis.

Mothers in unofficial capacity can do some things to bring about better conditions. By visiting public schools in one's own city and making written memoranda of certain details, a collection of facts can be secured that will be useful in creating public demand for improvement in common "housekeeping" at school.

Floors and dust

Is the floor clean? Janitors' and school men's standards of cleanliness are not those of the careful housewife for her bare floors. I have heard of a club of women who obtained permission to keep one school building clean. It became an object lesson of another complexion and odor; but the women had to continue the work in order to continue the improvement.

Is the dust removed after the "dustless method" necessary at home? If not, of course that must be brought about. This means faithfully continued effort until feather dusters are replaced by the dustless cloth, used with open windows, and certainly not within one hour before the assembling of school. I know a university man who led a movement to have little girls come early to school in the morning (poor unfortunates!) to dust the schoolroom in order to teach them hygiene!

Basements and recesses

Is the basement clean and fresh-smelling in all its divisions? If not, it must be kept so equally with the basement of the good housewife.

Are the water-closets, both boys' and girls', as clean and fresh as those in the healthful homes? Odors of disinfectants must not be accepted as a proof of cleanliness. They merely disguise other odors, like perfumery. *Cleanliness has no odor.* I know an expensive normal school that greets every visitor with the smell of a certain patented cleansing fluid used in wiping the floors. What a standard for fresh air to train teachers in!

Normal schools should not be neglected in the visiting.

Perhaps a school will be found where they have no outdoor recesses. Parents should keep their children away from this school and secure all the mothers' clubs and other clubs possible to appeal to school authorities, write to the papers, hold public meetings and do all that is necessary until outdoor recesses are established in that school. Basement playrooms are never "outdoors."

Chalk and ventilating systems

Chalk dust can best be prevented by not using chalk. If that cannot be at once brought about, wet wipers must be used and not allowed when dry to scatter dust. Dry chalk erasers are as necessary to do away with as feather dusters.

Perhaps there is a school having an artificial system of ventilation that does not allow the windows open. One should notice how the air compares with outdoor air; should learn how teachers and others like it after long hours in it; how the "system" is run. If its right working depends on a person, then one may be assured from the experience of many people that the fallibility in all personal service extends as well to this ventilating system. We have been drifting into artificiality, and only lately are coming

to realize we cannot be a healthy people until we get back to clean air, clean water, clean food, bodies and lives—the simple life. I am not sure that any "system" is preferable to direct open air in school. This is something for mothers' clubs to help study out—study out, not guess out.

Mothers' clubs and janitors

Has the janitor passed a civil service examination in school sanitation? Possibly he has taken an examination, but if it is found, *on looking over the questions*, that they relate to running the heating apparatus chiefly, or do not include questions indicating substantial understanding of "cleaning house," there is a place to begin improvement. Neither superintendent nor janitors can keep school air fresh if with the best intentions they do not know the proper details of doing so.

Mothers' clubs may find it necessary to establish classes for training janitors, whose salaries rival or exceed teachers' salaries.

Mothers' clubs will understand the needs and ways of helping better if they will invite the school physician and the school nurse for heart-to-heart talks about it.

Part of the trouble with school air is that some children come with dirty bodies and clothing. Next month we will look into that.

Pure Milk

By C. B. LANE, U. S. Department of Agriculture

We have come here to consider the most important food, the cheapest food, the food that nourishes four-fifths of the babies of this country, the food that has no substitute—pure milk. The problem of providing clean, healthful milk for the 90,000,000

people of this country is occupying the attention of the physician, the chemist, the bacteriologist, the veterinarian and the sanitarian as never before.

It is only a few short years since the science of bacteriology has been applied to the milk supply of cities;

since, in fact, we have given this subject of milk any really serious thought. The question of sanitation is one that is uppermost in the minds of the people to-day, and no science has made such rapid progress during recent years as this. The entire civilized world is throwing itself into the fight against unnecessary insanitary conditions, against unnecessary sickness and against unnecessary and shameful loss of life resulting from insanitary conditions, from impure milk and from all impure food supplies. It is said to-day that national intelligence may be known by national sanitation. General conditions being the same, the city having the best milk has by far the lowest death rate. One city in our own country reduced the death rate of children under 5 years of age, from all causes, from 33 per cent. to 15 per cent., the diminution beginning immediately on the improvement of the milk supply. The city of Copenhagen, Denmark, reduced its death rate from one of the highest to the lowest by simply purifying the milk supply. We can hardly exaggerate the full importance of pure milk, and every citizen should feel a proper sense of responsibility in the matter and insist that all reasonable health laws be complied with.

The demand is made that the dairymen of this country improve their methods, adopt new standards and meet new demands. Some of the sanitary theories may be overdrawn and some unfair demands may sometimes be made upon producers, but there is one thing certain—the dairymen of Pittsburg and of every other city will have to deal with this reform movement, and how this can best be done

is one of the subjects that will be discussed here to-day. The demand is also made, and rightly, that the consumer do his part toward bringing about an improvement in the product which he has on his table daily.

If I were to pass judgment on the producer and consumer I am inclined to think I should give the producer the credit for having advanced farthest in doing his part in the fight for pure milk. The consumer needs to be educated to take proper care of milk when it reaches his door. Unfortunately, the law stops at the consumer's door, but it follows the producer all the way from the cow to the kitchen. If we should examine conditions to-day we should find many a filthy ice-box that is far worse than the worst examples of dairymen's milk houses. The consumer should examine the source of his supply and pay the dairyman a living price when the product is delivered to him in good condition, rather than be looking for the cheapest milk he can buy. The average consumer is surprisingly ignorant concerning his milk supply. He not only does not realize the importance of having pure milk, but he is ignorant concerning its greater cost. Three-fourths of the milk consumers of this country have never looked up the source of their milk supplies or seen any account of them.

It is interesting to note the strides that the milk producers are making in this world-wide effort to improve the quality of milk. Dairymen in all sections are becoming interested to raise the standard of their business, and National, State, county and local meetings are being held everywhere to discuss these matters.

Making the Home Comfortable

By SALEENA SHEETS MARTIN

Whether a home be comfortable or otherwise is not a matter of location—not whether it is out on a bleak country road or on one of the good residence streets of a town or city. Neither is it so much a matter of money as of intelligence and proper home ideals.

It goes without saying that a home cannot be maintained in any degree of comfort and satisfaction without a regular income; but assuming that the income is regular and assured, as the husband's and father's contribution to the home, it is now for the wife to accomplish results and achieve a thoroughly comfortable, restful and enjoyable place, to which each member of the family can return after the day's duties and labors are ended.

The home must be cleanly, healthful, restful and happy, and these ends can only be accomplished through wise intelligence and systematic efforts.

The cleanliness of a home is not maintained by spasmodic efforts one day and utter neglect the other six days of the week, but by accomplishing certain definite tasks on set days, while some things, like cooking, dish-washing, dusting and the proper arrangement of the belongings of each room, must be gone through with every day to insure cleanliness. In this way there can be little room for dirt or disorder in any part of the house.

Much of a family's health or lack of it is directly traceable to the questions of food, drink, sleep, ventilation and habits of bathing and the like.

Too much can scarcely be said about the simplicity of foods. Little improvement can be made on the original article through pickling and mixing, as is so often done. Few people drink enough water to be thoroughly healthy.

The more ventilation that can be had while sleeping without being in a direct draft the better. The benefits of sleeping outdoors, particularly in summer, are coming to be generally recognized, and the practice is rapidly spreading. While it may seem to be each person's individual care as to the when and how the bathing is done, yet health cannot be considered apart from bathing. Clean warm water does wonders toward rejuvenating a tired, worn body, to say nothing of relaxing the nerves and the pleasure of being really clean.

The man of "the good book," who was led to remark on the discomforts of living in the same house with a brawling woman, must have spoken out of a deep and painful experience, for rest and happiness in the home are possible only where unpleasant arguments are avoided, and where no one strives for the last word, and "the soft answer that turneth away wrath" is the rule of all the home.

In such a home books, papers and periodicals are in plenty, with good lights to read by in the long winter evenings, and the spirit of peace and *good* will creating a proper mental attitude in each person, making for the comfort which abounds and fills the right sort of home.

Book Reviews

The Century of the Child. *Ellen Key.* The translation of this book brings to American women the thoughts of an earnest Swedish woman on "Woman's Work and Education of Children." While many will differ with her, no one can read the book without feeling more deeply than ever woman's high mission as a mother. The views of education have much to commend them, though far from the beaten track of the present educational system.

The book is one which will provoke discussion. For that very reason it would be interesting to read in a Mothers' Circle, taking a chapter for each meeting, and giving time for discussion.

A few paragraphs are quoted, showing the trend of the writer's thought:

"Parents do not see that during the whole life the need of peace is never greater than in the years of childhood, an inner peace under all external unrest. The child has to enter into relation with his own infinite world, to conquer it, to make it the object of his dreams. But what does he experience? Obstacles, interference, corrections, the whole livelong day. The child is always required to leave something alone, or to do something different, or want something different from what he does, or finds, or wants. He is always shunted off in another direction from that towards which his own character is leading him. All of this is caused by our tenderness, vigilance and zeal, in directing, advising and helping this small specimen of humanity to become a complete example in a model series."

* * *

"The art of natural education consists in ignoring the faults of children nine times out of ten, in avoiding immediate interference, which is usually a mistake, and devoting one's whole vigilance to the control of the environment in which the child is growing up, to watching the education which is allowed to go on by itself. But educators who, day in and day out, are consciously transforming the environment and themselves are still a rare product. Most people live on the capital and interest of an education, which perhaps once made them

model children, but has deprived them of the desire for educating themselves. Only by keeping oneself in constant process of growth, under the constant influence of the best things in one's own age, does one become a companion half-way good enough for one's children."

* * *

"To bring up a child means carrying one's soul in one's hand, setting one's feet on a narrow path; it means never placing ourselves in danger of meeting the cold look on the part of the child that tells us without words that he finds us insufficient and unreliable. It means the humble realization of the truth that the ways of injuring the child are infinite, while the ways of being useful to him are few. How seldom does the educator remember that the child, even at four or five years of age, is making experiments with adults, seeing through them, with marvellous shrewdness, making his own valuations and reacting sensitively to each impression! The slightest mistrust, the smallest unkindness, the least act of injustice or contemptuous ridicule, leaves wounds that last for life in the finely strung soul of the child. While, on the other side, unexpected friendliness, kind advances, just indignation, make quite as deep an impression on those senses which people term as soft as wax but treat as if they were made of cowhide."

* * *

"Relatively most excellent was the old education which consisted solely in keeping oneself whole, pure and honorable. For it did not at least depreciate personality, although it did not form it. It would be well if but a hundredth part of the pains now taken by parents were given to interference with the life of the child and the rest of the ninety and nine employed in leading, without interference, in acting as an unforeseen, an invisible providence through which the child obtains experience, from which he may draw his own conclusions. The present practice is to impress one's own discoveries, opinions and principles on the child by constantly directing his actions. The last thing to be realized by the educator is that he really has before him an entirely new soul, a real self, whose first and chief right is to think over the things with which he comes in contact. By a new soul he understands only a new generation of an old humanity to be treated with a fresh dose of the old remedy. We teach the new souls not to steal, not to lie, to save their clothes, to learn their lessons, to economize their money, to obey commands, not to contradict older people, say their prayers, to fight occasionally in order to be strong. But who teaches the new souls to choose for themselves the path they must tread? Who thinks that the desire

for this path of their own can be so profound that a hard or even mild pressure towards uniformity can make the whole of childhood a torment?"

* * *

"The query of a humorist, why he should do anything for posterity since posterity had done nothing for him, set me to thinking in my early youth in the most serious way. I felt that posterity had done much for its forefathers. It had given them an infinite horizon for the future beyond the bounds of their daily effort. We must in the child see the new fate of the human race; we must carefully treat the fine threads in the child's soul, because these are the threads that one day will form the woof of world events. We must realize that every pebble by which one breaks into the glassy depths of the child's soul will extend its influence through centuries and centuries in ever-widening circles. Through our fathers, without our will and without choice, we are given a destiny which controls the deepest foundation of our own being. Through our posterity, which we ourselves create, we can in a certain measure, as free beings, determine the future destiny of the human race."

* * *

"By a realization of all this in an entirely new way, by seeing the whole process in the light of the religion of development, the twentieth century will be the century of the child. This will come about in two ways. Adults will first come to an understanding of the child's character and then the simplicity of the child's character will be kept by adults. So the old social order will be able to renew itself."

* * *

One Thousand Good Books for Children. *Prepared by Committee on Book Lists, National Congress of Mothers.* Price, 10 cents. Send orders to National Office, Mrs. Arthur A. Birney, 806 Loan and Trust Building, Washington, D. C.

This list will be valuable in choos-

ing books for gifts to children, or in adding to school libraries. It is up to date, and includes new as well as old books.

Report of First International Congress on Child Welfare in America, March, 1908. Price, \$1.00. 806 Loan and Trust Building, Washington, D. C. This valuable compilation of the addresses given on child development and welfare will give inspiration to mothers, and is good for use in making up programs for Mothers' Circles. The edition was not large, and those who desire copies should order them soon.

Parents' Duty to Children Concerning Sex. Price, 10 cents. 806 Loan and Trust Building, Washington, D. C.

Mind in the Making. *Edgar James Swift.* The Congress of Mothers is glad to present to its readers this month a paper by the author of the above book. Dr. Swift says the book has sold remarkably, about fourteen thousand copies having been sold, and many mothers are writing to him about it.

The book is one of interest to all who desire knowledge on the growth of the mind. Charles Scribner's Sons are the publishers.

The Parent's Obligation to the School

(Continued from page 66)

expected to lay the foundation of the moral character, nor, under the present system, to undertake the teaching of sex physiology. While many parents would object to this latter teaching at the school, it is a melancholy

fact that few are equal to the task at home, and teachers are often driven by the dangers they see surrounding their pupils to assume a responsibility which should not rest upon them.

It is too much to expect of an

ardent Mothers' Congress worker that she should say all this and fail to add finally that the way to do these things and do them well is to have a parents' association in every school. These associations, even if made up of mothers only, are entirely different from the ordinary clubs of women in that every mother and teacher is entitled to membership and almost no expense is incurred. The basis of union is not

social equality or congeniality, not ambition for mental achievements, nor even philanthropic effort, but in every case an interest in the welfare of the child and a strong desire to fulfill the obligation of the parent to the school. Already the parent-teacher associations under the Congress of Mothers are actively working in thirty-two States, and we shall before long see the home and the school in warmest coöperation all over our land.

A Southern Girl's Letter to a Clergyman on the Resumption of School

"If you have a few moments alone, you might offer a prayer for teachers and a little prayer for me.

"First. A prayer for love—that my heart would be filled with love to guide those little hearts and minds aright—to give them a start, a gentle, loving beginning on that wonderful, long road of 'learning'—so they will see and know the beautiful things around them. To hold the little hands firmly so the little feet won't slip; so they will know there's some one near to help them over all the rough places.

"Second. And oh, a prayer for patience! Patience with the love to lead carefully the quick ones; to stand by those who plod; to go back cheerfully and help those who are slow!

"Third. And ask Him to give me a happy heart—they need it and I need it so; to know just when to laugh, to teach them to see the funny things—to help them to have all the fun they can.

"Fourth. And pray that I'd have a right judgment—a fair and square judgment in all things—in the smallest

thing, for little things mean so much to little people.

"Help me to understand their little troubles.

"Fifth. And, finally, pray that I will be worthy their wonderful love and that I may repay them tenfold. In other words, ask Him to give me love and patience, courage and strength—a big heart, a right judgment, a helping hand and—I shouldn't forget—a soft, gentle voice. Those are some of the things I need to pray for. I am so willing to do and I'll do my best, but I can't do it alone some days. There ought to be a special guardian angel to watch over and help teachers; children are such queer little things—they ought to have the best women that live to guide them. Oh, if I could only know how to teach them what is good and best and true—if I could only help them on to better things! Well, I'll do my very best—by the help of God!"

These words come from the very soul of a pure, high-born, high-minded Southern girl who realizes her great responsibility to her God and to her children.

Texas Motherhood Organized

The organization of the mothers of a great State like Texas is a subject of deep moment to the State, insuring, as it does, the serious consideration of child-welfare by those most closely concerned in its promotion.

It is with especial pleasure that the National Congress of Mothers welcomes to its membership the mothers of Texas.

Mrs. J. N. Porter, of Dallas, to whose wise leadership and untiring work this State Branch owes its existence, has so ably conducted the preliminary work that the inauguration of the Congress brought together over a hundred delegates from all parts of the State. The Mayor of every city was asked to send a delegate, and many responded, so that it was a very representative body of women which united in forming this State Branch of the Congress.

Mrs. Porter welcomed the delegates as follows:

Ladies and Gentlemen, Delegates and Visitors to the Texas Congress of Mothers:—I believe I voice the sentiment of every mother and every citizen of Dallas when I say that we not only welcome you to our city, but we welcome the aims and purposes of the organization which you have come here to form.

A movement of this kind is never brought about by the efforts of any one person or persons, but by a combination of conditions and needs, and by the concerted effort of many interested along the same lines and working toward the same ends.

We recall to-night the great mass of printed matter which has preceded this Congress, both through the medium of the daily press and the literature distributed from our headquarters. Our great daily papers have given us their most cordial support and coöperation; almost unlimited space in their columns has been at our disposal, for which we are deeply grateful.

To the big-hearted, philanthropic and progressive men who stand at the head of our great Fair Association, we are truly indebted. It is due to their unexcelled kind-

ness that the many booklets and letters setting forth the aims and purposes of the Mothers' Congress have reached you. And how readily, and how willingly the business men of Dallas offered *their* assistance in the entertainment of the Mothers of Texas.

The dear women who have for months past stood so close to me, and with tireless energy and enthusiasm given their time and strength to this cause, need no words of commendation from me with such an audience as this before them, beautiful in its earnestness and inspiration.

So we repeat that all great movements demand concerted action. The National Congress of Mothers has made the State Congress possible; the State Congress of Mothers will render the local organizations more efficient. The alliance of *all* organizations, working for the betterment of humanity, will in time defy contending forces of evil.

This is an age of movements, a time of specialized work, of organized effort. It therefore seems good and fitting that the highest and holiest mission—Motherhood—the family interest, upon which rests the entire superstructure of human life, and the element which may indeed be designated as the foundation of the entire social fabric, should be the subject of our earnest and reverent consideration.

We have too long looked at social conditions through the wrong end of the telescope. We have studied the child a long way off, and waited until he grew to be a man before we thought of him as worthy of serious consideration.

The world accepts plentitude of jails, prisons, hospitals and asylums, reformatories and refuges as matters of course and of certain yearly increase. We have long tried to reform the old drunkard, to cure the old criminal, to put crutches under the palsied arm of disease and defectiveness. Now, we begin to see that we would better begin at the beginning *before* disease and drink and crime and wrong living has wrecked the human life.

Our twentieth century is replete with wonderful discoveries. We have seen the flying machine perfected. We have even discovered the long-sought-for North Pole. Now, is it not time we discovered the Child? We have known him for centuries in a vague sort of way, but we are yet to know his full possibilities through the light of true comprehension of his nature and his needs with proper training and environment. The child is the embodiment of hope; then we, as mothers of children, have met here to study facts and conditions that make or mar through the child the possible development of the race, for only the enlightened mother can bring about such conditions.

A mother without will-power, without decision of character, without lofty ambitions and spiritual aspirations is a calamity, not only to her home, but to the State and to the world.

Keep the mother in ignorance and subjection and heredity bites back into the nation, as these wrongs are reproduced in her children.

Of the hopeless Pagan mother, the offspring is a weary repetition of past generations, representing no progress, no improvement, only a dreary, helpless reproduction. What a pathetic embodiment of the wrongs perpetrated against generations of mothers, and through the mothers, the children.

But a concentrated motherhood is not enough to accomplish this, a defiled fatherhood poisons the hope of purist womanhood. We must rise a degree higher, we must have a parenthood honored. The father of the past exclaimed: "My son! My son! would God I had died for thee!" But the fatherhood of the future will say: "Would God I had lived for thee, My son! My son!" Fathers have been known to take great care of their dogs and neglect their boys; but, of course, the dogs had a pedigree.

Then the welfare of the child should be the first consideration of both parent and State. The number of earnest letters that have come to us from all parts of Texas indicate that mothers and teachers are aroused and interested in this cause, and the cry is for methods by which practical results may be achieved, and this is why you are here, not so much because we asked you to come, but because you *wanted* to come. Our obligation is that dual one which exists in every relation of life, a duty not only to ourselves, but an equally important one to those less privileged; so it behooves us to act, to speak, to feel in such perfect harmony of purpose that those who cannot be with us will catch the wave of inspiration, and all of Texas unite to establish the great fundamental truth that the foundation of noble character is the thing of most consequence.

We may not always be agreed as to the plans of accomplishing this purpose for which we are working, and in our enthusiasm we may commit errors, but if our hearts are true we will stand together united by a common cause, which should bind our hearts in holiest purpose—that is, the love of childhood.

If this movement is to succeed it must bring to its aid the best knowledge and the best talent of our great State. It must not fear criticism. It must always preserve the dignity of its high calling.

In conclusion may I say, in the words of our beloved and departed founder of the National Congress of Mothers: "May love fill every heart, may the highest good of humanity claim our every thought, may we

for two golden days adopt the simplicity, the spontaneity of childhood; may all personality be submerged, and may we open our minds and hearts to the divine influence which must attend such a gathering as this, and let us rebuild that by our united labors we may climb nearer to God, until we become like His angels, ascending and descending by every ladder of opportunity, to bear our children up to Him, or bring Him down to them."

After the motion had been made to form a permanent organization of the Mothers' Congress, the question was asked: "Why form a Mothers' Congress?" The answers from delegates, representing many cities, came so fast and so earnestly that it was like a revival meeting. Great enthusiasm and clear comprehension of the far-reaching purpose marked the State organization.

"What is Your City Doing for the Welfare of the Child?" brought out the work already inaugurated for Texas children.

Mrs. Wm. S. Hefferan, of Chicago, Chairman of National Parent-Teacher Department of the Congress, was present as representative of the National Congress, and gave a practical, brilliant address, and aided Mrs. Porter in the formation of the Texas Branch National Congress of Mothers.

Mrs. Porter's experience in methods of extending interest in the new organization will be valuable to women in other States who are contemplating such a movement. Mississippi and Texas have formed State branches since the New Orleans Congress. What State will be next on the list?

Officers of the Congress are:

President.—Mrs. J. N. Porter, Dallas.
Vice-Presidents.—Miss Eleanor Brackenridge, San Antonio; Mrs. W. G. Smiley, Houston; Mrs. G. McKamie, Gainesville.
Recording Secretary.—Mrs. M. W. A. Romans, Waco.
Corresponding Secretary.—Mrs. J. S. Turner, Dallas.
Treasurer.—Mrs. R. H. Henderson, San Angelo.
Auditor.—Mrs. Posey, Haskell.

State News

ARKANSAS.

Mrs. Peter W. Patterson, Organizer for Arkansas, called together an earnest set of women in Texarkana to hear Mrs. Wm. S. Hefferen, of Chicago, speak of the advantages of a State organization of mothers. They were enthusiastic, and it is expected that the State will be organized in the immediate future.

CALIFORNIA.

WHAT A CALIFORNIA MOTHERS' CIRCLE HAS DONE.

The mothers of the Washington School community were called together by me more than a year ago and a permanent Mothers' Club organized, the purposes of which were to secure the cooperation of home and school, and to aid in the education of those both at home and at school in all ways possible.

I am delighted in the interest the mothers have taken, and can give as a reason for such interest that there has been perfect harmony between the club workers and the principal.

The first year's work resulted in the beginning of the development of play and the play spirit, in conducting a kindergarten, in the addition of nearly 200 books to our school library, and, what I value more than these, in the upbuilding of a desire in mothers to know more about children at home and at school and the pleasure which has been experienced, leaving the whole community in a higher tone of betterment.

Since August the club has continued the kindergarten, which, by permission of the City Board of Education, has been located near the school building, in a building put up by the club; has procured a stereopticon lantern to be used in teaching geography, illustrating travel, talks, etc., and has been instrumental in bringing about the establishment in the near future of a model playground, properly equipped and supervised, this to be done by the City Playground Commission.

DISTRICT OF COLUMBIA.

The Congress of Mothers in Washington will hold its meetings on the third Tuesday of each month in the office of the National Congress of Mothers, 806 Loan and Trust Building, Ninth and F streets. Mrs. De Riemer is chairman of program and has arranged a varied and interesting series of subjects for the meeting. The members of the District Congress have the opportunity to make the rooms of the National Congress of Mothers well known to Washington as

a center for child-welfare and educational help to parents.

The National Secretary, Mrs. Arthur A. Birney, is also president of the District Congress.

LOUISIANA.

The Louisiana branch of the National Congress of Mothers met at Shreveport, Oct. 30, with delegates from many towns of the State. The State Fair was an added attraction to bring visitors to Shreveport, and the Fair had given publicity to the Congress by its programs which were widely distributed.

The Congress of Mothers also arranged a program of interest to Mothers at the Model Home on the Fair grounds, and maintained a rest room for mothers and a nursery for babies.

The Parents' Associations of New Orleans which entertained the National Congress of Mothers so handsomely last February, were represented by Mrs. George B. Moore, who was chosen as one of the Vice-Presidents of the Congress. It was no slight tax for the Parents' Associations of one city to entertain the National Congress, and it redounds to the credit of Louisiana that New Orleans not only did this, but that by so doing, it stimulated the work in the entire South. Texas and Mississippi have formed State branches, and were aided in doing so by the stimulus given the cause by New Orleans. Activity in other Southern States is marked since the New Orleans Congress.

The Shreveport Mothers are responsible for the passage of the first Juvenile Court and Probation laws for Louisiana, and for other valuable work for child welfare.

Mrs. Frank DeGarmo announced that she would hereafter live in St. Louis, and that therefore she could not continue to serve the Congress as its President, but that as chairman of the Good Roads Department, she would still be associated with the National work.

To the interest of Mrs. DeGarmo and Mrs. W. L. Forbes, the Louisiana Congress owes its inauguration, and she will be greatly missed in the State work.

Officers chosen were President, Mrs. J. C. Clayton, Ruston. Vice-Presidents: Mrs. Sophie B. Wright, New Orleans; Mrs. George D. Moore, New Orleans; Mrs. John D. Wilkinson, Shreveport; Treasurer, Mrs. S. S. Hunter, Shreveport; Recording Secretary, Mrs. J. C. Andress, Alexandria; Corresponding Secretary, Mrs. Alice Saint Martin, New Orleans; Auditor, Mrs. Graham Surghnor, Monroe.

NEW MEXICO.

Immediately after the first Congress of Mothers, in 1897, Mrs. Clyde Edwin Barton organized the Mothers in Council of Germantown, Pennsylvania. Now, in Silver City, New Mexico, she has aided in organizing the Silver City Mothers' Club, on the same plan as has proved so successful in the Mothers in Council.

Only mothers can be members, and the membership is limited to fifty.

Mothers are invited to bring their children when necessary, who, with the exception of babies in arms, will be cared for by a member of the club appointed at the previous meeting by the president.

Members who are indifferent about attending meetings without explanation are dropped.

Mrs. Barton speaks earnestly of the need for work for children in New Mexico. She is visiting boy prisoners in the jails, for there is no probation work in New Mexico, and the many sick at the sanatorium.

What one woman can do for mothers and children is shown in Mrs. Barton's constructive work.

To create, to bring into existence a Mothers' Circle is to set in motion forces for good that cannot be limited, but go on indefinitely, making homes better and childhood's opportunities greater. Organized motherhood can redeem the world.

NEW YORK.

The New York Assembly of Mothers' Clubs met at Hornell, October 26, 1909.

The Mothers' Clubs of Hornell entertained the convention, and raised the money for expenses by asking each member of a Mothers' Club to give a tea to her neighbors, asking a ten-cent contribution. This plan elicited the interest of hundreds outside of the clubs, and proved to be a successful way of raising funds.

"The Preservation of Our Trees," as presented by Hon. J. S. Whipple, State Commissioner of Forests, Fish and Game, was very instructive.

The photographs of forests, lakes and mountains of the Adirondacks shown by stereopticon were so fine that it was almost like a trip through that beautiful country.

The devotion to the mother work of women associated with it from its inception was shown by the presence of nearly all of them—showing even more deeply than ever their interest.

Mrs. David O. Mears led the session when reports from Mothers' Clubs were given.

Mrs. E. A. Tuttle, the Historian, and Mrs. Fannie J. Bailey and Mrs. Jas. D.

Cohen were among those whose love for the Congress never wanes.

Mrs. John D. Whish, President, has visited every circle belonging to the State Congress, and has given such earnest work during her term that she was reelected as President, notwithstanding her earnestly expressed wish to retire.

The officers and delegates were entertained in the homes of Hornell.

A beautiful luncheon and automobile rides and a reception given by the Political Equality League of Working Women were the social features of the Congress.

A visit from the National President, who combined in one trip attendance at New York and Pennsylvania Congresses, brought to the delegates a clear statement of the National work, and of the need for united work of every branch of the Congress. A strong plea was made that each State send its President to National Board meetings, providing for the expense thereof, as only in this way is it possible to bring back to local circles the inspiration, as well as details, of the great work for child-welfare.

A Magazine Committee was appointed to get each member to take the magazine, which is the medium which keeps one in touch with Mothers' Circles and their work all over the world. Mrs. Robie was made State Chairman of State Magazine Committee, and every circle was asked to have a magazine committee to secure subscriptions.

Eight new circles have joined the State Assembly of Mothers.

OHIO.

Mrs. Bradbury, President of Ohio Congress of Mothers, has been compelled to resign on account of ill-health. The leadership is with Mrs. W. E. Linden, 3444 Memphis avenue, Cleveland, Ohio, who, as First Vice-President, has the responsibility of the State work.

Mrs. Linden reports a very encouraging outlook in Cleveland, and is organizing circles in other towns.

OREGON.

The State meeting of the Oregon Congress of Mothers was held in Portland October . . . The following officers were elected: President, Mrs. R. L. Donald; First Vice-President, Mrs. R. H. Tate; Second Vice-President, Mrs. C. F. Clarke; Secretary, Mrs. A. King Wilson; Corresponding Secretary, Mrs. C. M. Wood; Treasurer, Mrs. Edward Hart; Auditor, Mrs. Allen Welch Smith; Librarian, Mrs. W. Hawkins.

PENNSYLVANIA.

Wilkes-Barre was the place of meeting of the Pennsylvania Congress of Mothers this year, and a royal welcome was given by the citizens of that beautiful city. A brilliant reception at Hotel Sterling opened the convention. The teachers and parents of Wilkes-Barre came in such numbers that for two hours the State officers were busy receiving them.

Twenty schools in Wilkes-Barre are eager to form Parents' Circles, and Mrs. Walter Leroy Smith will organize them at once, having the cordial support of Superintendent Coughlin, who gave a cordial welcome to the Congress and its work in the schools of Wilkes-Barre.

Mrs. Smith has visited 52 towns and cities, and has held meetings in 32 towns and cities, and formed organizations in 15 places, has appointed committees to consider plans for organizing in 10 places. This work has brought to many new centers a lively interest in the effort for child-welfare through better understanding of children's needs, and if continued will eventually enlist workers in every county of the State.

Mrs. Johnson's report showed the steady work for securing coöperation of home and school through organization of parent-teacher associations. Since 1899 this has been the leading work of the Congress, and has been conducted from the beginning with the approval of State Superintendent N. C. Schaeffer.

Under Mrs. Johnson's leadership of Pennsylvania Congress upwards of fifty Parents' Circles have been formed, and the establishment of social centers in many Philadelphia schools had its origin from the Pennsylvania Congress of Mothers.

The Pennsylvania Congress has been an integral part of the Juvenile Court and Probation work of Pennsylvania, and is steadily working to extend and improve the system, which yet needs coördination and system to protect the unfortunate children.

The Pennsylvania Congress of Mothers, in accordance with the decision of the National Board to have child hygiene as a distinct department of the Congress, was among the first to organize a State department, placing at its head Mrs. Moyer, who, as President of a Mothers' Circle, had already begun practical work of this kind in her own circle.

The extension of interest and organized effort for prevention of infant mortality is to be an important feature of Congress work for the coming year.

The Pennsylvania Congress, which inaugurated the movement to secure good

child-labor laws in Pennsylvania, congratulated itself that so many others had been inspired to take up that work, and that to-day, as a result of united effort, Pennsylvania has a good child-labor law, which requires certificates of a child's age to be given by the school authorities instead of magistrates.

One of the new features of the Congress was an address by Dr. Jesse Burk, from the Bureau of Municipal Research, which brought out the necessity of knowing accurately just what is being done, just what it costs, just what the facts really are, in order to work wisely. This was especially emphasized in his topic, "School Facts and School Efficiency," and the discussion which followed was very lively.

Mrs. George K. Johnson was unanimously elected to her third term as President of Pennsylvania Mothers. Vice-Presidents are: Mrs. Herman H. Birney, Philadelphia; Mrs. Henry W. Palmer, Wilkes-Barre; Mrs. Edward C. Biddle, Carlisle; Corresponding Secretary, Miss Mary S. Garrett, Philadelphia.

Resolutions were adopted urging every mother in Pennsylvania to unite with the Congress in its work for child-welfare and for a better knowledge of child-development.

TEXAS.

WORK OF A TEXAS MOTHERS' CIRCLE.

Mrs. J. Harry Hill was appointed by the Mayor as delegate from Marshall.

This circle was organized in 1906 with 27 members.

The first thing we did was to establish on a firm foundation a perfect feeling of sympathy, trust and coöperation between the parent and the child, the teacher and the school board.

We awakened the interest of our city by bringing to our city one of the finest art exhibits that ever came South.

We bought and framed 17 large pictures, reproductions of the famous masterpieces of the world. We furnished a rest-room for teachers and pupils. We bought and planted 20 shade trees; placed two modern drinking fountains on the grounds, and benches under the trees for the comfort of the children during recess.

We gave maps and globes to the different rooms in the school and secured sanitary improvements.

We organized a story-tellers' league and gave a \$400 piano to the school and 48 new shades for the windows.

We also secured an art teacher for the school.

International Organization of Mothers

BIRMINGHAM, ENGLAND.

INTERNATIONAL ORGANIZATION OF MOTHERS.

The thirteenth annual conference of the Parents' National Educational Union was held at the Friends' Meeting House in Birmingham, November 15th to 19th.

The Earl and Countess of Aberdeen are the Presidents, and the Hon. Mrs. Franklin is the Organizing Secretary.

The chairmen of the meetings are Rt. Hon. the Earl of Lytton and Lady Fitzroy.

The program was related entirely to the education of children, and fathers and mothers were both represented in official positions and as speakers.

The Parents' Review is the official organ of the Parents' National Educational Union and is a valuable magazine for parents.

The principles and objects of the Parents' National Educational Union are:

The Central Principles, to which all local branches of the Society (while free to organize themselves) shall be pledged, are: 1. That a religious basis of work be maintained. 2. That the series of addresses and other means employed by the Union shall

be so arranged as to deal with Education under the following heads: (a) Physical; (b) Mental; (c) Moral; and (d) Spiritual.

3. That arrangements concerning Lectures, etc., be made with a view to the convenience of fathers as well as mothers. 4. That the work of the Union be arranged to help parents of all classes.

The objects are: (a) To assist parents of all classes to understand the best principles and methods of Education in all its aspects, and especially in those which concern the formation of habits and character. (b) To create a better public opinion on the subject of the training of children, and, with this object in view, to collect and make known the best information and experience on the subject. (c) To afford to parents opportunities for coöperation and consultation, so that the wisdom and experience of each may be profitable to all. (d) To stimulate their enthusiasm, through the sympathy of numbers acting together. (e) To secure greater unity and continuity of Education, harmonizing home and school training.

British Immigrant Children

The problem of neglected and homeless children in Great Britain has been a serious one, and has called forth the efforts of philanthropists and the Government.

As a partial remedy in 1869 the immigration of such children to Canada was inaugurated, and 60,000 children have been thus settled in Canada, greatly to the benefit of the children and their adopted home.

The Government pays the expense of immigration and inspection of receiving homes. If a child is sent to the Dominion, the home authorities must stand in lieu of parents to it until he reaches his eighteenth year. Before sending him he is carefully

watched for a probationary period to learn whether he is a suitable subject to send abroad. The Emigration Agency advises the emigration agent of the proposed emigration party, and the date of sailing, names and information concerning each child. The Canadian Port medical officer examines each one, and they are eagerly sought by the farmers.

The local government deprecates receiving girls above twelve years old; unless accompanied by a younger brother or sister they are not received.

There are a dozen or more receiving homes in Canada from which the children are placed in families.

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To raise the standards of home life. To develop wiser, better-trained parenthood.

To give your people, ignorant of the proper care and training of children, opportunities to learn this, that they may better perform the duties of parenthood.

To bring into closer relations the home and the school, that parent and teacher may cooperate intelligently in the education of the child.

To surround the childhood of the whole world with that loving, wise care in the impressionable years of life, that will develop good citizens, instead of lawbreakers and criminals.

To use systematic, earnest effort to this end, through the formation of Mothers' Clubs in every Public School and elsewhere; the establishment of Kindergartens, and laws which will adequately care for neglected and dependent children. In the firm belief that united concerted work for little children will pay better than any other philanthropic work that can be done.

To carry the mother-love and mother-thought into all that concerns or touches childhood in Home, School, Church, State or Legislation.

To interest men and women to cooperate in the work for purer, truer homes, in the belief that to accomplish the best results, men and women must work together.

To secure such legislation as will ensure that children of tender years may not be tried in ordinary courts, but that each town shall establish juvenile courts and special officers, whose business it shall be to look out for that care which will rescue, instead of confirm, the child in evil ways.

To work for such probationary care in individual homes rather than institutions.

To rouse the whole community to a sense of its duty and responsibility to the blameless, dependent and neglected children, because there is no philanthropy which will so speedily reduce our taxes, reduce our prison expenses, reduce the expense of institutions for correction and reform.

The work of the Congress is civic work in its broadest and highest sense, and every man or woman who is interested in the aims of the Congress is cordially invited to become a member and aid in the organized effort for a higher, nobler national life, which can only be attained through the individual homes.



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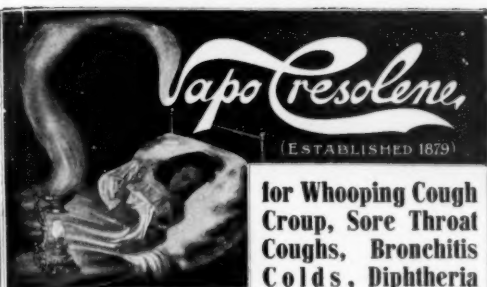
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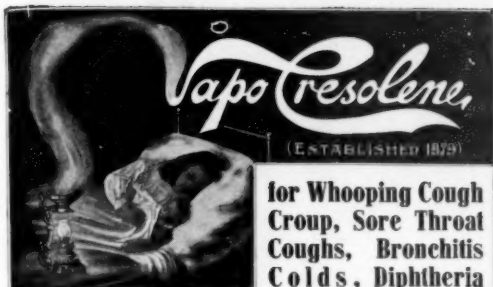
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Next Congress in Denver, June, 1910

Vol. IV

DECEMBER, 1909

No. 4

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ORGAN OF THE

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